



The Royal School of Dunkeld



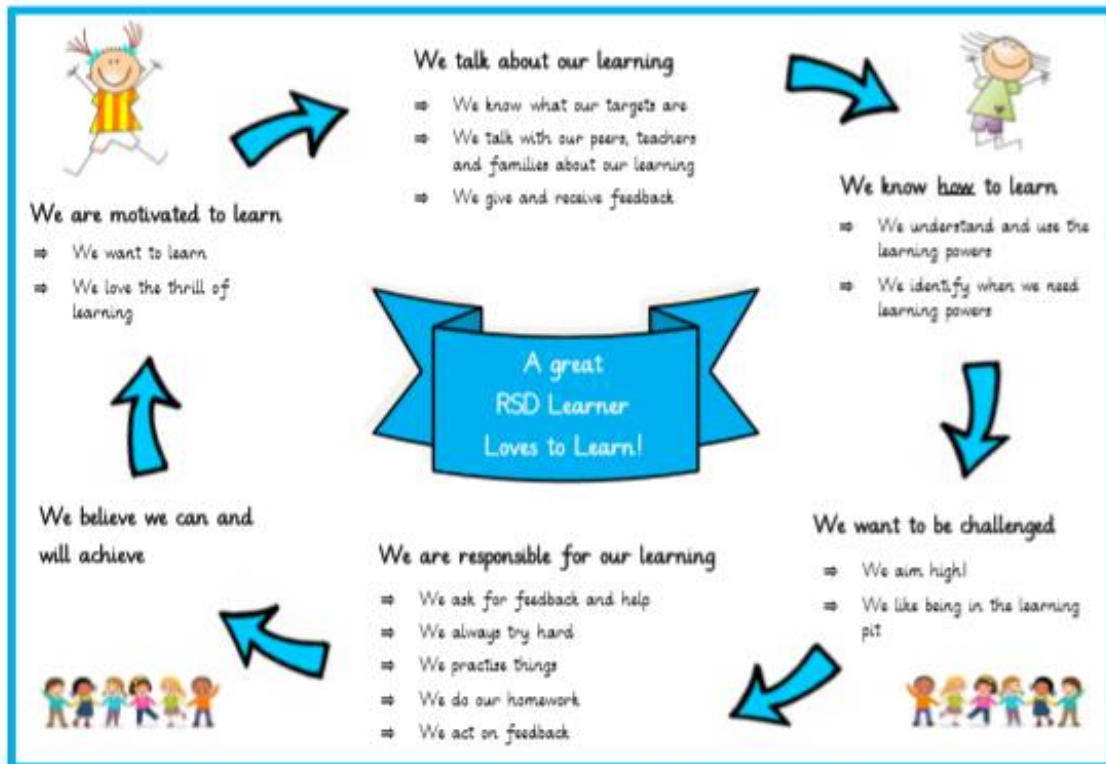
Our School Motto:

We LOVE TO LEARN!



Standards and Quality Report

2019 - 2020



At the Royal School of Dunkeld we 'Love to Learn' and we value:

- ❖ Respect for each other
- ❖ Respect for the Environment
- ❖ Positive Attitudes to Learning
- ❖ Learning
- ❖ Achievements
- ❖ Being safe, happy and healthy

Attendance, Attainment and Achievement

Attendance Statistics

June 2017	June 2018	June 2019	June 2020
96%	96%	94.1%	94.9%

Attainment and Achievement

In this report the following words are used to describe the numbers and proportions discussed:

All	100%	Most	76% - 90%	Less than half	16% - 50%
Almost all	91% - 99%	Majority	51% - 75%	Few	Up to 15%

As at March 2020, most pupils in Primary One were on track to achieve Early Level in listening and Talking, Reading, Writing and Maths and some children had achieved Early Level in Listening and Talking, Reading and Writing.

As at March 2020, all children in Primary 4 were on track to achieve First Level in Listening and Talking, the majority were on track to achieve First Level in Reading and Writing and most were on track to achieve First Level in Maths.

As at March 2020, the majority of pupils in Primary 7 were on track to achieve Second level in Listening and Talking, Reading and Writing. Most pupils were on track to achieve Second Level in Maths.

Our progress against the How Good is Our School Quality Indicator 3.2 Raising Attainment and Achievement has been good this session.

Wider Achievements

Within our curriculum we strive to offer many opportunities for wider achievement. This session these opportunities have included: participation at 2 levels in the John Muir Award, Bikeability, swimming lessons, participation in a community musical arts initiative based on the Tales of Beatrix Potter, designing plaques for a Neil Gow trail and social enterprise projects such as selling Fair Trade rice to support farmers in Malawi or filling backpacks to support the charity Mary's Meals. Unfortunately, many sporting events and the GLEE competition which we would usually participate in were not possible this year due to the Covid 19 pandemic. The pandemic did however give rise to other unexpected opportunities for personal success with a number of pupils undertaking physical challenges and some also undertaking fundraising challenges or getting involved within the community. Letters and art work were sent to local care homes, children celebrated their local heroes (shopkeepers, bin men, health workers) and cycle challenges and creative projects raised money for charities and the school. Many children also contributed art work to the village publication with the aim of cheering up the community during such a trying time.

Children's wider achievements away from school are celebrated in regular achievement assemblies during which children share personal successes from home which are varied and range from being able to tie my laces or do up my coat independently through to achieving personal goals such as climbing local mountains or achieving at various sport, performing arts and musical activities.

Learning

This year we have continued to use the three-year curriculum plan for our whole school interdisciplinary topics which was created with all pupils, parents and staff. Our interdisciplinary topics this year have included: Our community, Malawi, Under the Sea and Ancient Egyptians. Children are encouraged to lead their learning by generating questions they want to find answers to and sharing their knowledge with others through class assemblies, participation in whole school events with parents such as Sharing the Learning afternoon and uploading learning to Seesaw, their online profile.

Unfortunately, this year the school has been closed since March 23rd due to the Coronavirus pandemic. The school community responded to the challenges this posed by upgrading the Seesaw platform already in use at school to enable home learning to take place through this platform. We provided some iPads and hotspots for families where devices or connectivity hindered participation.

Teachers posted learning activities daily which focussed on English, Maths, Health and Wellbeing as well as interdisciplinary learning through a whole school topic on Egypt. Learning was carefully planned to promote and sustain engagement. Often learning activities were practical, active or project based, and staff were mindful to ensure learning was not overly dependent on digital resources. During the lockdown period, staff planned focus weeks on Health and Wellbeing and Eco Activities as well as a virtual sports day and Family Quiz event. Weekly special mention assemblies

continued with children's learning celebrated and shared. Class videos of learning were also shared with the rest of the school to promote and sustain a sense of school belonging.

Leadership

Children

All children in the school have a wide variety of regular opportunities to develop their leadership skills. They are all members of Community Groups which allow children the opportunity to lead school improvement. This session pupils have planned activities for Scottish Book Week and World Book Day, contributed to library displays, organised litter picking events within and around the school vicinity, explored self regulation strategies for the playground and worked towards the Hi5 Award. P6 pupils are trained as Buddies and P7 pupils have the opportunity to become House Captains. They have developed a wide range of interpersonal skills through these activities as well as having contributed to improvement in the school.

Parents

Parents have continued to show their support for the school by attending school events and Parent Partnership Group meetings.

The school's Parent Partnership Group have continued to support the development of the school grounds making financial contributions to maintaining the school field, working towards purchasing an outdoor climbing installation and working with the school to enhance provision for outdoor learning opportunities. Significant work has also been undertaken to reclaim the school garden - this is now an excellent resource easily accessible by the children and one we plan to develop further with the children next session. In addition, the PPG were successful in securing funding for several community projects that will involve children from across the school in a variety of projects working with groups and businesses in the Dunkeld and Birnam area. This work has been impacted by the pandemic, but we look forward to reinitiating them next session.

The PPG have also worked with the school to improve information sharing about additional support needs provision in school and there is now an ASN section on the school website.

Staff

The Headteacher and Principal Teacher continue to monitor learning and teaching at all stages to ensure appropriate pace and challenge for all pupils and to identify strengths and development needs. All staff are reflective practitioners, work extremely well together and have developed suitable leadership roles. Staff have undertaken a range of development opportunities which are linked to the School Improvement Plan. Teachers all actively contribute to the implementation of the school action plan through school improvement groups and all contribute to regular evaluation of the school improvement plan. Termly planning and tracking meetings take place so pupil progress, support and intervention is regularly evaluated and reviewed.

Progress with our 2019/20 priorities:

Priority 1:

All learners at RSD will exhibit the characteristics of an assessment-capable visible learner. (They understand what they are learning, how they are doing, and actively seek out their next steps for success. They give, receive and act upon feedback and take ownership of their learning), leading to improvements in attainment.

- ✓ Working with parents and pupils we have agreed the features of an RSD good learner
- ✓ There has been a whole school focus on identifying learning powers, understanding the importance of a growth mindset and understanding the concept of the learning pit
- ✓ Work has been done to develop a feedback culture so that pupils recognise when they receive feedback, are able to give and receive feedback and act upon it.
- ✓ Staff have engaged in professional development around effective strategies for promoting high quality feedback in their classrooms

Priority 2:

All our learners will have greater opportunities to develop their skills of writing, leading to improvements in attainment.

- ✓ Resources to support teaching of spelling have been purchased (Active Literacy, Lifeboats, Nussy, Prime Ed)
- ✓ Staff have engaged in professional development on supporting dyslexic learners with writing and spelling and Clicker 8 resource has been purchased
- ✓ Teachers have planned more frequent opportunities for writing and we have worked as a staff to update our writing progression so that it reflects the CfE benchmarks
- ✓ A whole school approach to writing targets has been introduced

Priority 3:

Every child will have a range of self regulation strategies they can use in order to manage their emotions and be ready to learn

- ✓ Staff have engaged with self regulation professional development
- ✓ Calm boxes are in use across the school
- ✓ Simple scripts are used across the school (eg big deal/little deal; ready/not ready) and scripted conversations are being used to support effective behaviour management

Our priorities for 2020/21:

Initially our focus will be on reconnecting with our pupils, building relationships and promoting health and wellbeing as we assess the impacts of the Covid 19 lockdown and protracted period of school closure. Taking learning outdoors will be key element of this.